

**EVALUATION REPORT INCLUDING:
DETERMINATION OF ELIGIBILITY
AND NEED FOR SPECIAL EDUCATION
Form ER-1 (Rev. 010/2015 Pilot)**

SCHOOL DISTRICT

Name of Student:

WSN:

TYPE OF EVALUATION:

☐ Initial

☐ Reevaluation

DATE ON WHICH ELIGIBILITY DETERMINATION WAS MADE:

THIS EVALUATION REPORT AND DETERMINATION OF ELIGIBILITY INCLUDES THE FOLLOWING (*check all that apply*)

☐ Information from review of existing data

☐ Additional documentation required when child is evaluated for a specific learning disability

☐ Information from assessments and other sources

☐ Documentation for determining Braille needs for a child with a visual impairment

☐ Determination of eligibility for special education

In determining whether the student has a disability (impairment and need for special education) document and carefully consider information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, information about the child's physical condition, social or cultural background, and adaptive behavior.

I. REVIEW OF EXISTING DATA *See information on the Review of Existing Data Form (EW-1)*

Existing data was reviewed and carefully considered during the IEP team meeting to determine eligibility. ☐ Yes

Summary of relevant findings:

II. INFORMATION FROM ADDITIONAL ASSESSMENTS AND OTHER SOURCES

May include aptitude and achievement tests (reading, math, written language, early literacy, etc.), parent input, teacher recommendations, child's physical condition, social or cultural background, adaptive behavior, etc.

☐ No additional assessments or sources to consider. The eligibility decision was based on existing data.

III. DETERMINATION OF ELIGIBILITY AND NEED FOR SPECIAL EDUCATION

The IEP team must determine whether or not the child is a child with a disability and the educational needs of the

child. A child is identified as having a disability if the IEP team determines that the child has an impairment that adversely affects the child's education performance, and the child, as a result, needs special education and related services. Use the eligibility criteria checklists to assist in documenting of required elements for each impairment area. Additional documentation is required for specific learning disabilities and visual impairment (see below).

A. Determination of Eligibility

This student meets the criteria for one or more of the following impairments (*check all that apply*):

- | | |
|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Orthopedically Impaired |
| <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Other Health Impairment |
| <input type="checkbox"/> Emotional Behavioral Disability | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Specific Learning Disability
(<i>complete ER-2A, 2B, or 2C</i>) | <input type="checkbox"/> Visual Impairment (<i>complete ER-3, "Determining Braille Needs"</i>) |
| <input type="checkbox"/> Significant Developmental Delay (<i>first consider other areas of impairment</i>) | |
| <input type="checkbox"/> None found (<i>complete A.3. below</i>) | |

- For each impairment identified, document how the student meets the criteria:
- Does the impairment adversely affect reading achievement or early literacy skills?

☐ Yes ☐ No
If yes, describe how:

- Were impairments considered and rejected? ☐ Yes ☐ No
If yes, document which one(s) and how the student did not meet the criteria:

B. Need for Special Education

In order for the IEP team to determine the student needs special education, the IEP team must answer "yes" to question 1 AND identify the needs that cannot be met in regular education, as well as the additions, modifications, or accommodations needed. If the student only requires modifications that can be made in the regular education program, then the student does not need special education.

- As a result of the impairment that adversely affects the student's education performance, does the student need special education (specially designed instruction)?

Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability; and ensure access of the student to the general curriculum, so the student can meet the educational standards of the public agency that apply to all students.

☐ Yes ☐ No (*answer question B.3. below*)

☐ The child is not determined to be a child with a disability due to lack of appropriate instruction in reading or math, or limited English proficiency.

2. If yes (the child needs special education), identify the following:
- a. The needs that cannot be met through the regular education program as structured:

The needs identified here should be reflected in the IEP under Impact/Effects of the Disability. (IEP Linking Form, Section I.B.) If the child's impairment adversely affects reading achievement, this is considered a disability-related need that affects reading and special education goals and services must be included in the IEP.

- b. Modifications or accommodations, if any, that can be made in the regular education program that will allow the child to access the general education curriculum and meet the educational standards that apply to all children (supplementary aids and services such as adaptation of content, methodology or delivery of instruction to meet the child's needs):
- c. Additions or modifications, if any, that the child needs which will be provided through the special education program:
3. If no (the child does not need special education), include other recommendations, if any: